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ABSTRACT

Intercultural education can be integrated into existing core speech communication curricula in secondary and higher education in a functional way that will enhance the discipline of speech communication but neither overburden the curriculum nor compromise the integrity of the field. Intercultural education through speech communication curricula encourages the simultaneous recognition of similarities and respect for differences among various groups in society. The process of implementing intercultural education into extant speech communication curricula involves establishing appropriate goals and positive teacher and administrator attitudes and strategies, as well as appropriate evaluation procedures. Teaching strategies that can be adapted and combined by speech instructors and administrators include the following: (1) practice in placing discussions and exercises on perception, self-concept, relationships, verbal and nonverbal cues, and communication channels into cultural perspective; (2) debates, group discussions, interviews, role playing and role reversal simulations, as well as speaking assignments appropriately related to intercultural education; (3) speech communication field trips and internships aimed at intercultural education and societal improvement; and (4) guest speaker invitations to appropriate and diverse role-models, parents, and radio and television personalities. (HTH)

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SPEECH COMMUNICATION TRAINING AND INTERCULTURAL EDUCATION

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SPEECH COMMUNICATION TRAINING AND INTERCULTURAL EDUCATION

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Communication relevancy through Intercultural Education is one of the recent challenges instituted by professional speech associations as well as national and state Departments of Education.[1] Adding this new requirement to rapidly growing contemporary Speech Communication curriculum could pose problems in curriculum overload and additional expertise needed by Speech Communication teachers.

At the same time, Intercultural Education training is needed in a multicultural society. Studies by Goodman as well as Lambert and Klineberg have shown that children already have well-formed attitudes which include prejudices and stereotypes toward those who are different upon entering school.[2] Berryman's research has corroborated the continuance of these attitudes throughout school years by reporting that students of higher versus lower socioeconomic status have such varying views that they could be considered parts of two cultures which coexist with opposing images of the world.[3] Elam as well as Tye and Tye have indicated that both teachers and students tend to retain ethnocentric worldviews.[4]

In response to the need for Intercultural Education in an anfractuous society, the field of Speech Communication has already been innovative in including Intercultural Communication as the subject for short units or single courses.[5] However, these are additive and isolated measures. Based on experiences from both sides of the desk, the stand will be taken that a general, more lasting approach is needed. My purpose is to show how

Intercultural Education can be integrated into existing core speech communication curriculum in secondary and higher education in a functional way which will enhance the discipline. This can be accomplished without over-burdening curriculum content or compromising the integrity of the Speech Communication field.

Literature germane to integrating Intercultural Education throughout school curriculum can be divided into both general and specific categories. Research by Asante, Brislin, Mwanko, Oxford, Sarbaugh, Stewart and D'Angelo, as well as Work has generally established a need for Intercultural Education.[6] These researchers have noted the problems of communicating in a multicultural society and have suggested Intercultural Education training as a way of improving intercultural interactions. Ovando as well as Peal and Lambert's research has generally concluded that multiculturalism actually encourages cognitive development and creativity transferable across cultures.[7] More specifically related to educational curriculum, Garcia, Sedlacek and Brooks, as well as Toffler have provided suggestions for incorporating Intercultural Education into elementary and secondary classrooms across subject fields.[8] In the field of Speech Communication in particular, Corley, Dodd, Leonard and Locke, Prosser, Smith, Warren, and Williams have provided specific information on implementing separate Intercultural Communication related courses on the college level.[9] Similarly, Arrington, Blake, Isenhart, McElroy, Phillips, Speer, as well as Warren and Adler have suggested ways of integrating Intercultural Education into performance and rhetoric-related Speech Communication courses in higher education.[10]

Thus information is available on Intercultural Education training in general education as well as the Speech Communication discipline. However, general education materials tend to emphasize Intercultural Education on the elementary and secondary level while the field of Speech Communication

tends to do so on the higher education level. This work contributes to the literature on Intercultural Education through providing specific objectives, teaching strategies, and evaluation methods for infusing all secondary and higher education Speech Communication curriculum with Intercultural Education.

Broadly defined, "Intercultural Education" implies positive interactions between heterogeneous citizens including those with gender differences, handicaps, race differences, and socioeconomic differences.[11] Intercultural Education through Speech Communication curriculum provides training which encourages the simultaneous recognition of similarities and a respect for differences among various groups. It is based on the premise that if all communicators are intrapersonally accepted as worthy individuals, regardless of differences, this could lead to improved interpersonal and public communication relations. Intercultural Education strives to remove tensions between diversified groups in our society through pedagogy rather than politics.

IMPLEMENTATION

The process of holistically implementing Intercultural Education into extant Speech Communication curriculum in secondary and higher education involves establishing appropriate goals, positive teacher and administrator attitudes and strategies, as well as appropriate evaluation procedures. A well-planned and integrated curriculum approach rather than an additive one will provide more coherence and relevance for students.[12] This synthesis should also reduce the possibility of content overload or reduced academic standards at minimum cost.

Goals

It is essential that objectives for accomplishing Intercultural Education goals in Speech Communication result from input of educational professionals as well as representative parents and opinion-leaders in the community. Goals should be practical and timely.

To offer an extended example of specific goals, learning about one's community may already be included in school curriculum on any educational level. This could easily lead to a discussion of fair housing for all Americans. In meeting this particular goal, Debate and Public Speaking classes as well as Speech Teams could debate or present speeches on the issue of housing equity versus busing. Group Discussion and Interpersonal Communication classes could work toward accomplishing the goal through discussing the impact of varying perceptions of housing equity as well as through analyzing possible group interaction toward various housing plans. Courses which stress Organizational Communication and Persuasive Communication could realize the goal of understanding housing equity through covering concepts of arbitration, conflict resolution, as well as attitude change and behavior theory. Mass Media classes could cover the goal on fair housing through print or broadcast shows on the topic. Theatre-related classes may meet the objective of understanding fair housing by writing and performing appropriate scripts on the subject.

As an example of general objectives, broader goals may include enlightenment through appropriate multicultural library materials, posters, school media, and staff. These objectives are realistic in promoting positive Intercultural Education training.

Instituting Intercultural Education goals into existing Speech Communication curriculum may require additional administration and teacher training, follow-up sessions, as well as research and dissemination programs. Training

and research dissemination programs are available throughout the country.[13] These programs should have embedded features which strongly encourage interaction between administrators and teachers. Early input from Speech Communication teachers in determining goals is especially important so that these educators will be committed to actually implementing training upon their return to classrooms.

Teaching Strategies

There is no single way of incorporating Intercultural Education into existing Speech Communication curriculum. Strategies do not comfortably depend on any one textbook or set of programmed instructions. The following general teaching strategies can be adjusted and used in various combinations by Speech Communication teachers, Speech Education teaching majors, and administrators in secondary and higher education.

It is important to include Intercultural Education strategies as an integral part of core Speech Communication curriculum rather than as sporadic sidelines. Specific teaching strategies may include:

- a serious analysis of Intercultural Education theory in Speech Communication versus contradictory administrator and teacher attitudes and behaviors. Conduct displayed inside and outside the school in regard to those who behave, look, or speak differently can make a statement to students as well as members of a diverse community.
- practice in handling fair discussions of controversial Intercultural issues.
- practice in placing discussions and exercises on perception, self-concept, relationships, verbal and nonverbal cues, as well as communication channels into cultural perspective.
- debates, group discussions, interviews, role playing and role reversal simulations, as well as speaking assignments appropriately related to

Intercultural Education.

- the infusion of Intercultural Education into curricular, co-curricular, and extra-curricular Speech Communication activities.
- additional Speech Communication materials including audio-visuals, broadcasts, games, performance literature, and professional publications with a multicultural focus. These materials can be obtained without difficulty.[14]
- Speech Communication field trips and internships aimed at Intercultural Education and societal improvement.
- guest speaker invitations of appropriate and diverse role-models, parents, as well as radio and television personalities.

Evaluation

Intercultural Education objectives in Speech Communication should be measurable and fair. In addition to more objective numerical ratings, pre-test and post-test attitude scales as well as a combination of recall and application tests can be especially effective in assessing theoretical and experiential learning. Administrators and Speech Communication teachers in training as well as students in schools should be assessed on the basis of their knowledge and progress rather than on variables such as ethnicity or social status.

CONCLUSION

Deethardt has opined that we must find a way of helping students become adults who "understand, respect, and tolerate the diversity of cultures and human values that must coexist in a global society."[15] In supporting this stance, I have argued that Intercultural Education become a fundamental part of extant Speech Communication curriculum in a practical way which will foster academic integrity and avoid curriculum overload.

I have also suggested implementation procedures for secondary and higher education courses in Speech Communication. Rather than pay lip-service to the idea, as Gay has stated, such fundamental infusion of Intercultural Education would "convey the message that it is virtually impossible to teach or learn any subject. . . without simultaneously teaching, learning, and responding to ethnic pluralism."[16]

There is no magical way of including Intercultural Education as part of one's basic educational philosophy or mode of operation. Yet, with sincerity, Speech Communication educators and administrators should be able to serve as catalyses. We should be able to translate Intercultural Education theory into practice and help students adapt and improve their communication in a volatile multicultural environment.

NOTES

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[3] Charles Berryman, "Implications for Curriculum and Instruction of Student Perceptions of Contemporary and Future Society and Social Studies Courses," Paper delivered at the National Council for Social Studies, Atlanta, 1975, ED 114 345.

[4] Stanley M. Elam, "Anti-Democratic Attitudes of High School Seniors in the Orwell Year," Phi Delta Kappan 65 (January, 1984) 327-32; also Kenneth A. Tye and Barbara B. Tye, "Teacher Isolation and School Reform," Phi Delta Kappan 65 (January, 1984) 320.

[5] Rebecca Leonard and Don C. Locke, "A Course in Interracial Communication," Communication Education 29 (January, 1980) 64.

[6] Molefi K. Asante (ed.), Handbook of Intercultural Communication (Beverly Hills: Sage Publications, 1979); Richard W. Brislin, Cross-Cultural Encounters (New York: Pergamon Press, 1981); William B. Gudykunst (ed.), Intercultural Communication Theory: Current Perspectives (Beverly Hills: Sage Publications, 1983); Robert L. Nwanko, "Intercultural Communication: A Critical

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[8] Ricardo L. Garcia, Fostering a Pluralistic Society Through Multi-Ethnic Education (Bloomington: The Phi Delta Kappa Educational Foundation, 1978), pp. 1-49; William E. Sedlacek and Glenwood C. Brooks, Jr., Racism in American Education: A Model for Change (Chicago: Nelson-Hall, 1976), 176; and Alvin Toffler, Future Shock (New York: Random House, 1970), pp. 421-22.

[9] Diana Corley, "An Interracial Communication Course for the Community College," The Speech Teacher 24 (September, 1975) 237-41; Carley H. Dodd, "Effecting Options in Presenting Content in Teaching Intercultural Communication," The Southern Speech Communication Journal 47 (Spring, 1982) 263-69; Leonard and Locke, "A Course," pp. 64-68; Michael Prosser, "Teaching Intercultural Communication: An Illustrative Syllabus and Bibliography," The Speech Teacher 24 (September, 1975) 242-50; Alfred G. Smith, "Content Decisions in Intercultural Communication," The Southern Speech Communication Journal 47 (Spring, 1982) 251-62; Clay Warren, "'Experiform' Instruction of Intercultural Communication," Communication Education 30 (January, 1981)

57-64; and Donald E. Williams, "Implementing Content Through Methods in Teaching Intercultural Communication," The Southern Speech Communication Journal 47 (Spring, 1982) 269-76.

[10] Ruth Arrington, "Some American Indian Voices: Resources in Intercultural Rhetoric and Interpretation," The Speech Teacher 24 (September, 1975) 191-94; Cecil A. Blake, "Rhetoric and Intercultural Communication," in Asante (ed.), Handbook, pp. 85-94; Myra W. Isenhart, "The Value of Intercultural Materials for an Argumentation Course," Communication Education 29 (May, 1980) 185-93; Njoki McElroy, "Problems in Developing and Teaching an Interpretation of Black Drama Course," The Speech Teacher 24 (September, 1975) 211-17; Jean Phillips, "Flor y Canto: Chicano Literature and Performance," The Speech Teacher 24 (September, 1975) 202-08; Jean Haskell Speer, "Culture Contact Through Literature Performance," The Speech Teacher 24 (September, 1975) 209-10; also David Warren and Peter Adler "An Experiential Approach to Instruction in Intercultural Communication," Communication Education 26 (March, 1977) 128-34.

[11] Geneva Gay, "Multiethnic Education: Historical Developments and Future Prospects," Phi Delta Kappan 64 (April, 1983) 563; also Warren and Adler, "An Experiential Approach," p. 129.

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[13] Pierre Casse, Training for the Cross-Cultural Mind (Washington, D.C.: The Society for Intercultural Education, Training, and Research, 1981), pp. 228-60; Garcia, Fostering, pp. 40-49; David S. Hoopes, Intercultural Education (Bloomington: Phi Delta Kappa Educational Foundation, 1980), pp. 34-38; also Sedlacek and Brooks, Racism.

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[15] John F. Deethardt, "A Future for Speech Communication," Communication Quarterly, 30 (Fall, 1982) 275.

[16] Gay, "Multiethnic Education," p. 563.